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THE GUIDANCE PROGRAM AT THE SECONDARY LEVEL

BREMNER
1962

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THE GUIDANCE PROGRAM AT THE SECONDARY LEVEL

by

Lois Wolfe Bremner

A problem presented in partial fulfillment
of the requirements for the
Master of Education Degree
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University of Massachusetts
1961

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CHAPTER I

Introduction

CHAPTER I

Introduction

Today, guidance is an integral part of public secondary education; the majority of local school systems have made some provision for guidance services in their high schools. In spite of the fact that guidance as a service was almost unheard of a century ago, it is now proving to be invaluable to students and teachers alike throughout the nation.

The service of guidance has changed from the casual dissemination of information in the early years of our country to the important segment of public and private education that it is today. The extensiveness of this service is exemplified by the qualifications needed by the present-day director of guidance. He must have administrative competence as well as training in the various aspects and services of a satisfactory program in guidance. He must be able to enlist the cooperation of the teachers and administrators he seeks to serve. He must, also, make certain that the services are geared to assist all students and not just those who are discipline and scholastic problems.

A successful guidance program must have careful planning. There cannot be a haphazard giving of tests, information, and advice, but there must be an outline of objectives to be achieved so that the program will be coordinated and goals

will be realized.

Purposes of Guidance

The basic purposes of the guidance program center around the student and his needs. Jane Warters[1] states that the guidance program should help the student to accomplish the following:

1. To become...properly oriented to himself and life.
2. To become well adjusted.
3. To secure the knowledge, skills, and understanding needed to set good objectives and to plan wisely.
4. To solve his problems.

Mathewson[2] states that the process-areas of guidance should include:

1. The process of appraisal (by the student himself).
2. The process of adjustment...in academic, occupational, and social situations...and also oneself.
3. The process of orientation...getting direction toward long-term personal aims and values.
4. The process of development...in personal adequacy and effectiveness.

The purposes of guidance may be summarized in the one goal, that of aiding the student in the development of his capabilities to the fullest. Before the student can realize his

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[1] Jane Warters, High School Personnel Work Today. (New York: McGraw-Hill Book Company), 1956, pp. 40, 41.

[2] Robert Hendry Mathewson, Guidance Policy and Practice. (New York: Harper and Brothers), 1955, pp. 55, 56.

potential, he must be able to accept himself and reality; this is a prerequisite to a satisfactory growth of the individual in his mental, social, and academic development.

Definitions

Before further consideration of the subject, the author would like to clarify the use of certain terms appearing in this paper. Guidance pertains to a service which is the means for carrying out certain aims or purposes. Orientation refers to the aiding of the student to adjust to his new environment, and articulation has reference to the preparation of the student for a change of environment; they are complementary activities. Counseling is a "face-to-face relationship"[3] which aids the student in adjusting to himself regarding his physical, mental, and emotional characteristics and adjusting with respect to his environment.

Purpose of Paper

The aim of the author was to formulate a minimum guidance program for education at the secondary level utilizing the purposes of guidance. Such a program should adequately fulfill the need for guidance in most high schools, today. More specifically, this paper will include a summary of the

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[3]Fred McKinney, Counseling for Personal Adjustment. (Boston: Houghton Mifflin Company), 1958, p. 22.

guidance practicum in which the writer was required to examine background material related to the guidance movement, to study various aspects of a guidance program in education at the secondary level, and to examine certain guidance programs in action.

Contents of Paper

The first chapter of this paper includes background material related to the guidance movement in the United States. During the early years of our country guidance as a formalized activity did not exist; however, by the end of the nineteenth century far-reaching sociological changes were taking place. Values were influenced by scientific advances and our way of life was affected by the industrial revolution. The essential character of the nation's schools was being changed by the large influx of immigrants and the changing compulsory attendance laws. The stage was set for the introduction of new programs into the educational system, one of which was guidance. This service was influenced by the vocational education and testing movements. In recent years the federal government has felt guidance of sufficient importance to provide financial assistance. Further aid to the guidance movement was given through special educational provisions for the training of guidance counselors by institutions of higher learning.

The third and fourth chapters contain a discussion of activities to be included in an adequate guidance program at the secondary level. This program was divided into two basic areas: the administration of the guidance program which is considered in chapter three and the services provided by the program which is considered in chapter four.

The first topic to be dealt with in connection with administration is the organizational plan for the program; this section contains a discussion of the two basic plans of organization. Next to be considered is the distribution of responsibilities emphasizing those to be performed by the guidance counselor and the classroom teacher. In the third section, facilities, there are suggestions regarding the amount of space, equipment, and location in connection with the guidance department. Budgetary considerations include expenditures and the cost of the guidance program.

Chapter four contains an examination of the guidance services to students, staff, administration, and community. The services to students discussed in this chapter include orientation to a new environment, counseling for personal, social, and educational adjustment, testing to discover the student's potential, and placement in school and work situations.

The discussion of orientation and articulation includes the activities of the program and the time of year for these

various activities. In connection with counseling the following are considered: levels of counseling, the counseling session, methods of counseling, student's reasons for seeking counseling, and use of the counselor's time by students. The section on testing includes suggestions for types of tests, the time for testing, and a list of suggested tests. The topic of placement deals with aiding students in their selection of vocation and choice of college or technical school.

Following the discussion of services to students, the various services to the staff, administration, and community are listed. The final section contains suggestions for conducting a follow-up study.

The author surveyed guidance programs at the secondary level in communities located near the University of Massachusetts. The local programs were examined for administration procedure and services offered. A report of the findings appears in chapter five.

Topics for research are suggested in chapter six along with a summary of this paper.

CHAPTER II

A Review of Background Material of the Guidance Movement in the United States

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A Review of Background Material of the Guidance Movement in the United States

Providing guidance services for the public school student is becoming accepted as a necessary part of the total educational picture. This is the result of a long and hard struggle for recognition of this vital need.

Giving advice has long been part of our way of life. Much of this advice consisted of information considered to be common sense. In 1673 Obediah Walker[1] wrote a book to aspiring "vocational counselors" telling them not to advise a person to go into a vocation which was against his will. About one hundred years later we find Benjamin Franklin giving similar advice. Near the middle of the nineteenth century, Samuel Smiles[2] wrote books with the titles of Thrift, Duty, Character, etc. especially for those living in the industrial slums of England, although they were widely read in this country. At the turn of the century Orison S. Marden[3] of Boston was the author of a series of books which were used extensively both in home and school. Titles in the series

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[1] John M. Brewer, History of Vocational Guidance. (New York: Harper and Brothers, Publishers), 1942, p. 17.

[2] Ibid., p. 19.

[3] Ibid., p. 21.

included Pushing to the Front; Choosing a Career; Peace, Power, and Prosperity; and Success. These books reflected the middle class values held during their respective eras, and advanced the theory that if one were hardworking, thrifty, honest, and lived a "good life," one would prosper.

By the early part of the twentieth century, a great change had taken place in the American way of life. People were turning to science instead of religion for the answers to life's problems. They had cast aside the values of individualism, competition, property, hard work, and thrift that had been fundamental in their beliefs.[4]

There was not only a change in the intangible values but also in the way of life. The son no longer followed in the footsteps of his father in regard to occupation since education provided an opportunity for the son to better himself and to be socially mobile.[5] There was the change from craftsmanship to industrialization; one no longer could say that he made the finished product. This resulted in a lack of pride in accomplishment while pride in community seemed to lessen, also. The country as a whole had become physically mobile with many of the farming people flocking to the city to find jobs in industry. The change in culture provided problems of

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[4]Carroll H. Miller, Foundations of Guidance. (New York: Harper and Brothers), 1961, p. 30.

[5]Ibid., pp. 99, 100.

adjustment for those making the change, especially for the children in school.

The immigration from other countries in the late 1800's and early 1900's brought in new people with new and different ideas. Many of these immigrants did not try to mingle with those who had previously settled in this country, living in ghettos of their own nationality. Because of this, the children were having adjustment problems. They were forced to live in drastically different environments in school and at home. These were often conflicting in ideas and purposes as well as differing in language and customs.

Compulsory attendance laws forced many who had previously stayed at home or worked to attend school. Many were attending the public schools who could or would not attend college; of what practical use were Latin and algebra to these young people? No longer could a school be satisfied with a program geared to preparation for further education.

The above sociological changes intensified the need for guidance connected with the public schools. They set the stage for the beginning of a service which was to be influential in school systems from coast to coast.

Up to this time, the guidance given was on a "free for the asking" basis, non-personal and non-professional. However, in 1907 Frank Parsons, the father of vocational guidance, fostered the concept of a client oriented approach,

that is, taking into consideration the person's personality, ability, background, and interests. The basic principles advanced by Mr. Parsons[6] as summarized in the introduction to his book, Choosing a Vocation, include:

1. It is better to choose a vocation than merely to hunt for a job.
2. No one should choose a vocation without careful self-analysis, thorough, honest, and under guidance.
3. The youth should have a large survey of the field of vocations, and not simply drop into the convenient or accidental position.
4. Expert advice, or the advice of men who have made a careful study of men and vocations and of the conditions of success, must be better and safer for a young man than the absence of it.
5. The putting down on paper of self-analysis is of supreme importance.

Frank Parsons at first did counseling at the Vocation Bureau which he founded at the Civic Service House in Boston. As Director and Vocational Counselor, he worked with those who sought his guidance; his work had no connection with the public schools at this time. Due to his untimely death in September, 1908, he held the above-mentioned position for less than a year. However, the work was carried on by others who had worked with him.[7] Not too long afterward the bureau was asked to aid in the establishing of a guidance program in the area public schools and to provide training courses for

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[6]Frank Parsons, Choosing a Vocation. (Boston: Houghton Mifflin Company), 1908, p. iii.

[7]Carroll H. Miller, op. cit., p. 148.

Boston teachers.[8]

The Vocation Bureau of Boston designated Louis P. Nash to oversee the establishment of guidance services in the city's public schools. Richard D. Allen joined the staff in 1909 to assist Mr. Nash in working with the school counselors. While in this position Mr. Allen produced many pamphlets and books concerned with occupational requirements and opportunities.

Gradually, the public schools began taking over the responsibility of guidance. Boston was one of the first cities to adopt such a program although other cities, namely New York City, Detroit, and Grand Rapids, followed soon after. One of the earliest programs was organized in 1911 by Frank P. Goodwin[9] in the Cincinnati, Ohio, schools. The program was outlined as follows:

1. study of the individual and the use of personnel cards;
2. systematic efforts to keep the life-career motive before high school pupils;
3. collection of occupational information, including that on the personal factors required for success in different lines of work;
4. knowledge of opportunities for advanced training, especially college training; and
5. better adaptation of school courses to the vocational needs of students.

Goodwin[10] considered the following conditions essential for a

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[8]Carroll H. Miller, op. cit., p. 148.

[9]John M. Brewer, op. cit., p. 132.

[10]Ibid., p. 134.

successful vocational guidance program:

1. the appointment of a director with time for supervision;
2. a school organization which permits the close contact of each pupil with at least one teacher sincerely interested in him and having a guidance point of view;
3. the exercise of an intelligent and sympathetic helpfulness on the part of the teacher;
4. a logical analysis of the personal characteristics of each pupil; and
5. an understanding of the relation of school-work to the vocational needs of the community.

It is interesting to note that some of the early leaders of the guidance movement were connected at one time or another with the Vocational Bureau in Boston. Two of these, Mr. Parsons and Mr. Allen, have already been mentioned; a third who became director of the bureau was John M. Brewer. Mr. Brewer added guidance to the curriculum at Harvard and is well known today for his books, History of Vocational Guidance and Education is Guidance.

Mr. Allen,[11] mentioned above, is remembered in guidance circles for the program he instituted at the public schools in Providence, Rhode Island. It is a great tribute to this man that the program which he set up is followed very closely even today; this was recently confirmed by Percival Hutson[12] during a personal visit. The program so widely publicized by

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[11]Percival W. Hutson, The Guidance Function in Education. (New York: Appleton-Century-Crofts, Inc.), 1958, p. 630.

[12]Ibid., p. 630.

Mr. Allen is described by Hutson as follows:

> ...The key personnel in the Providence plan are the class counselors in the junior and senior high schools, one assigned to each semester grade and remaining continually with that grade for the three years of their enrollment. Both group and individual guidance is done by the class counselor. He meets his pupils two periods a week in groups of classroom size for instruction in vocations and vocation choosing, for educational orientation, and for deliberation on such problems of adjustment as may be effectively handled in group discussion. As the basis for individual advisement, the class counselor carries on the testing of his class and initiates and maintains the personnel records of each student. Follow-up studies are made by each counselor with the classes he has counseled.

The interest in vocational education paved the way for the acceptance of guidance as a necessary part of the educational program. At the close of the nineteenth century the California School of Mechanical Arts in San Francisco, which was established for the training of young people in a trade, had its own system of guidance; this program in guidance did not seem to be influential in the guidance movement in general. At this time the High School of Commerce in Boston was founded with its main purpose to provide vocational training for young people; this school, also, did not seem to have any direct connection with guidance other than demonstrating the need for vocational counseling. The rise of the vocational guidance movement often paralleled that of vocational education.

During the First World War the army testing service gave

rise to the classification of individuals by ability. To accomplish the task, Yerkes, Scott, and Bingham published the Army Alpha and Beta intelligence tests. This was the beginning of group testing and the use of norms (comparing one's test results with a scale formed by the results of a representative group of the population who had previously taken the test).

Guidance had previously used judgments of various persons on which to base recommendations, but with the advent of ability testing, results of tests to a great extent supplemented subjective viewpoints used in counseling. It was during the 1930's that testing came into prominence in connection with the guidance movement. Even though intelligence tests were already widely used, they came to be emphasized more and more; this resulted in the stressing of individual differences. The theory that man could be classified and put into a definite category with accuracy was widely accepted at this time only to be widely criticized later on in guidance circles.

Paralleling the testing movement in guidance was the expanded secondary curriculum to include many vocational subjects such as shop, commercial subjects (examples being typing, shorthand, accounting), home economics, agriculture, and others. This was also the era during which extra-curricular activities became accepted as a part of the

comprehensive high school aimed at education of the "whole individual." Many school systems were feeling the impact of progressive education which emphasized life adjustment; an example of this is recorded in articles and books describing the Eight-Year Study.[13]

Because of the depression, a type of vocational education outside the schools was carried on to provide work for the youth of the nation. Several organizations, including the Civilian Conservation Corps organized in 1933 and the National Youth Administration organized in 1936, provided vocational on-the-job training. Counseling was undertaken in connection with the training, both vocational and personal.

The government assisted the guidance movement in other ways. Laws were passed making funds available for guidance purposes. In the late 1930's the George-Deen and Smith-Hughes Acts made funds available for general guidance programs on the local level. The George-Barden Act (1946) made available federal funds for salaries of guidance counselors and supervisors.

The government not only aided educational guidance but also provided a service outside of the public schools to forward vocational counseling. The Occupational Outlook Service

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[13]Wilford M. Aiken, The Story of the Eight-Year Study. (New York: Harper and Brothers), 1942. Dean Chamberlain et al., Did They Succeed in College? (New York: Harper and Brothers), 1942.

was formulated by the Department of Labor in 1940 to aid in the guidance and placement services connected with the state employment offices.

Training available to guidance workers has increased both in volume and in the number of institutions offering programs to train guidance counselors. Froelich[14] discovered in 1949 that over one thousand colleges and universities offered guidance courses; these ranged from a single course to a program for training counselors. State certification is also gaining in popularity. In a second study, Smith[15] discovered that by the same year twenty states were certifying counselors. Even though this is an improvement, there are still many states lacking certification and there is a need for more and better trained counselors.

Summary

The early attempts in the giving of guidance were in the form of giving advice. Sociological changes culminating at the beginning of this century intensified the need for

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[14]Clifford P. Froelich and Helen S. Spivey, Guidance Workers Preparation. (Washington, D.C.: U.S. Office of Education), July, 1949, p. 45.

[15]Glenn E. Smith, A Study of the Status of State Guidance Programs, Guidance Service Division, Michigan Department of Public Instruction, 1947. As in Henry B. McDaniel, Guidance in the Modern School. (New York: Henry Holt and Company, Inc.), 1956, p. 26.

guidance services in the public schools.

Vocational guidance had its beginning in connection with the Vocation Bureau of Boston directed by Frank Parsons. From this bureau the guidance service was extended to the public schools in Boston; they gradually spread to the large cities across the country.

During the 1930's the guidance movement felt the impact of the testing movement; at this time vocational education, which had preceded guidance, was accepted as an important segment of education as a whole.

The government also influenced the growth of guidance through providing vocational training outside the schools and also funds to the local guidance programs.

The training provisions for guidance counselors have increased although there is still room for much improvement. Education is providing the much-needed service of guidance in a large number of public schools today; it is one of the fastest growing areas in public education at the present time.

CHAPTER III

Administration of the Guidance Program

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Administration of the Guidance Program

The administration of the guidance program is of vital interest to many in educational circles. The way in which the various aspects of the administration are carried out is closely related to the effectiveness of any program in guidance. Facets of administration which will be discussed in this chapter include the basic organizational plan of the program, the distribution of responsibilities within the program, the facilities needed for an adequate program, and the budget of the guidance program.

Organizational Plan

There are two basic plans used in organizing guidance programs. In a number of school systems the guidance personnel are under the building principal. When the guidance service is extended to more than one building, the program in each building is under the specific building principal; therefore, the director of guidance is hampered in working out a coordinated program because of the differing opinion of each individual principal.

Under the second program the line of responsibility moves directly from superintendent to director of guidance, and the guidance personnel are free to work out a coordinated

program. But in order for the program to function adequately, the director of guidance should confer with the principal regarding the various aspects of the program and its progress, particularly in his building.

Some feel that since the principal is technically responsible for all that takes place in his building, he should be in charge of the guidance program as well. The suggestion that the director of guidance be under the superintendent does not make the principal any less responsible for the overall program in his building; discussion regarding the guidance service should take place between the principal and the superintendent for a better understanding of the general overall purpose of the guidance program. For a truly coordinated program, the guidance service from kindergarten through twelfth grade should be under a single person who is answerable only to the superintendent even though cooperation with the building principals is necessary for a good program and satisfactory results.

Distribution of Responsibilities

In the well-organized guidance program, the contribution of each person is important to the welfare of the whole program; all persons must work together in order to provide an efficient and effective service. Guidance department personnel will include a director of guidance, guidance counselors,

and secretarial help which may be shared. The maximum ratio of counselors to pupils should be three hundred students to each counselor as established by the National Defense Education Act.[1]

Even though the teachers are not organizationally included in the guidance department, there is need for them to participate in any satisfactory program. In order to best serve the interests of the student, certain tasks should be performed by the classroom teacher. These are:

1. Behavior observations of students including reports of these observations,
2. Subject matter counseling of students; this may include course content and value,
3. Referral of problems and students with difficult problems to the guidance personnel,
4. A limited amount of personal-social guidance when the opportunity arises.

A classroom teacher should not be required, however, to perform the more intricate tasks of personality adjustment; these should be performed by guidance personnel with professional training. A list of responsibilities for the trained counselor include:

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[1]Report on the National Defense Education Act, June 30, 1960. (Washington, D.C.: U.S. Department of Health, Education, and Welfare), p. 18.

1. Orientation of the person to his environment and articulation or preparation for change,
2. Counseling and interviewing of the students including referral to a specialist when appropriate,
3. Recommendations for placement of the student in special class, advanced school, or work situations,
4. An adequate testing program to aid the student in discovering his potential,
5. A follow-up to ascertain the effectiveness of the guidance service,
6. Various services to the staff, administration, and community.

Although the above responsibilities are those of the professionally trained counselor, they can be carried out only with the cooperation of the classroom teacher. One might view the guidance counselor as having the role of a special resource person.

Facilities

For an efficient guidance program, the personnel should be provided with adequate facilities. These would include sufficient space, equipment, and a suitable location.

Space provided for use in connection with the guidance program should include:[2]

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[2]Items 1-6 adapted from Edward C. Roeber et al., Organization and Administration of Guidance Services. (New York: McGraw-Hill Book Company), 1955, pp. 250, 251.

1. Private offices for counselors,
2. Waiting room for students,
3. Clerical space outside the counselor's private office,
4. Room(s) for individual and group testing,
5. Conference room (may be combined with testing room),
6. Storage space for records and students' folders,
7. Use of library for guidance reference material.

If the school is small it may be necessary for the guidance counselor and the school administrators to share waiting room space and secretarial help.

The second item to be considered under facilities is the equipment needed in order to conduct a guidance program. Adequate space is of little value unless the needed equipment is provided within the area.

Items provided in connection with the clerical space and waiting room should include chairs, small side tables, desk and chair for the secretary, telephone for clerical help, bulletin board for current notices (examples being scholarships, colleges, work opportunities), and a display rack for guidance material to be read by students while waiting.

The space designated for the guidance library should have bookshelves, file cabinets (containing material in folders), and card files for listing the available books, pamphlets, and other information available.

In the private offices of the counselors there should be

a desk and chair, telephone, chairs for clients, filing cabinet(s), and possibly a tape recorder. The storage space should have filing cabinets and information on the filing system(s).

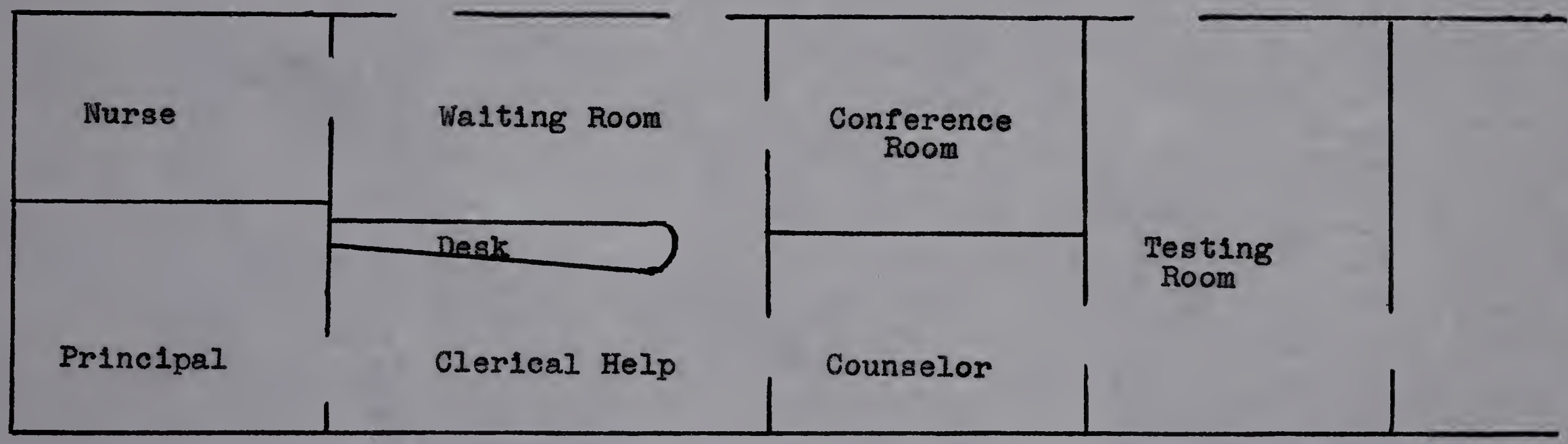
The testing room(s) should include such items as a table, chairs, interval timer, and possibly a blackboard. The room to be used for conference should contain a large table and comfortable chairs; a blackboard is also desirable.

The location of the guidance facilities may contribute to the program's effectiveness. It will be an advantage if the facilities for guidance are situated close to the offices of the administration because of the need for close cooperation and frequent consultation. Also, students' records must be in a location convenient for use by both administrators and guidance personnel.

The guidance office should be easily accessible for both students and school personnel. It should be directly off a corridor or general waiting room without requiring passage through a classroom or library. Also, the guidance library may be located in the school library if the library is located near the guidance office.

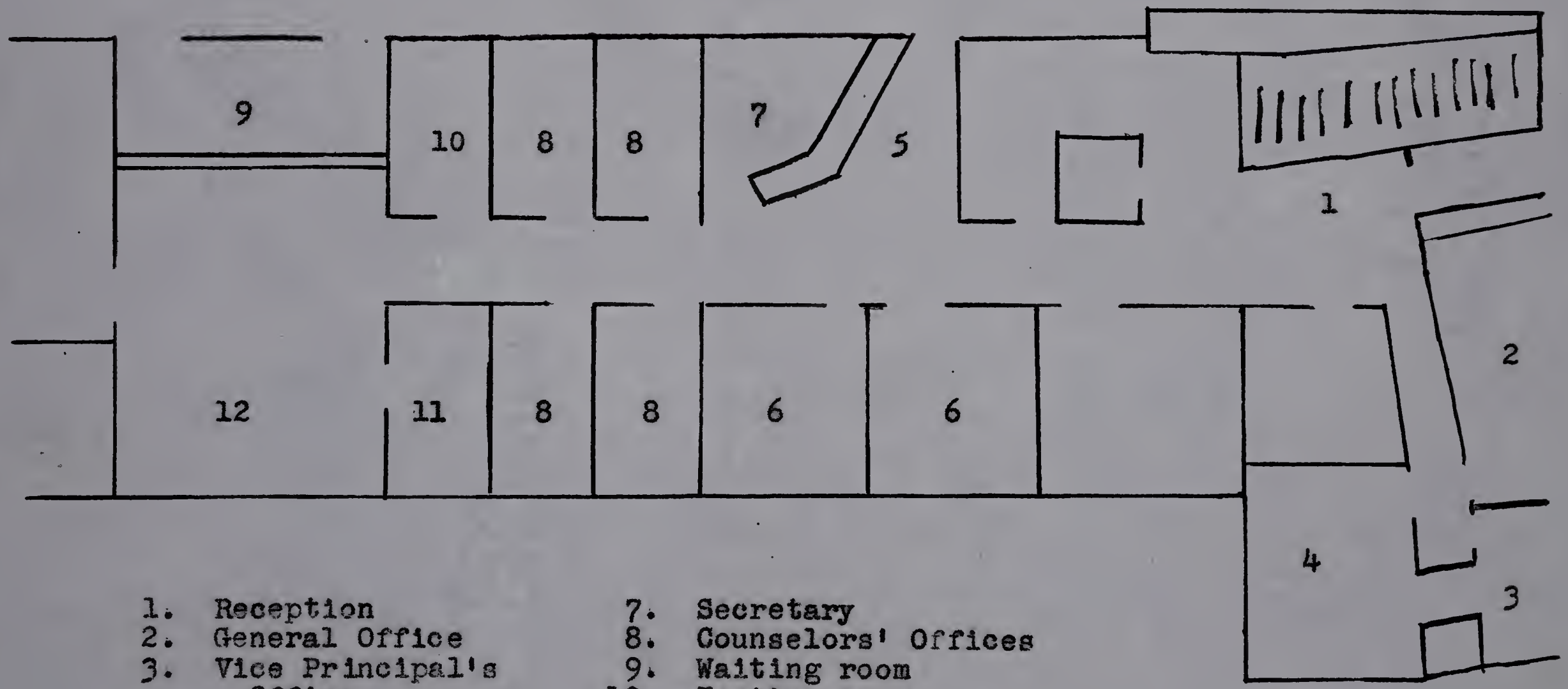
Layouts for the guidance area should incorporate ideas regarding location and space for the facilities. On the following two pages will be found sample layouts, one each for a small and a large high school guidance department.

SMALL HIGH SCHOOL GUIDANCE DEPARTMENT[3]



[3]Emery Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance. (New York: McGraw-Hill Book Company), 1958, p. 268.

LARGE HIGH SCHOOL GUIDANCE DEPARTMENT[4]



1. Reception
2. General Office
3. Vice Principal's Office
4. Principal's Office
5. Waiting Room
6. Deans' Offices
7. Secretary
8. Counselors' Offices
9. Waiting room
10. Testing room
11. Conference room
12. Attendance Office

[4]Emery Stoops and Gunnar L. Wahlquist, op. cit., p. 271.

Budget

There is often a difference of opinion as to what should be included in the guidance budget. Some would include all the pencils, paper, janitor service, and electricity used in connection with the guidance program. Others would include only the supplies purchased specifically for guidance purposes omitting even the salaries of guidance personnel. In order to have an accurate record of the cost of guidance, all costs should be included except for the basic expenses of building operation such as light, heat, and janitor services.

Expenditures listed in the budget should include the facilities that are new, used, and shared, with the cost prorated for the last. It should include the salaries of all personnel doing work in connection with the guidance services and expenses for travel in accordance with the program. Personnel in the service of guidance only part-time should be paid in proportion to the services given.

The budget should, also, include standardized testing materials and the scoring of these tests, student records, information materials, student handbook and books and materials for the use of the guidance service. The general supplies and filing system used in the guidance program should, also, be included in the guidance budget.

For a beginning guidance program the cost will be greater than for one which has already purchased standard

equipment and reusable supplies. In a school containing a thousand students there should be a director and two counselors for the guidance program to function properly. The salary for a director of guidance with experience and adequate training will be about $6,500 per year; the average salary for trained counselors, depending on previous experience, will be about $5,500 per year. About $600 should be provided to cover the cost of books, testing supplies, and other necessary materials. The total budget will come to about $18,100 or about $18.10 per student for the guidance program.

As the attendance at a school grows, a more efficient use of funds will usually result, causing the cost of the service per student to diminish.

Even though adequate funds, facilities, and space are necessary in order to have an efficient guidance program, the most important prerequisite to an effective program is the cooperation of all within the school system and community.

Summary

The various phases of administering a guidance program have been discussed in this chapter. These include the basic structure of the program, the distribution of responsibilities for an effective program, the facilities needed for an efficient program, and the budget of an adequate program.

CHAPTER IV

Services of the Guidance Program

CHAPTER IV

Services of the Guidance Program

The guidance department performs many important and needed services to students attending public schools of the secondary level as well as to the staff and administrators of the total educational program and the community which this program serves. A discussion of these various services will be included in this chapter.

Services to Students

The "heart" of the guidance program is in the services to the students. This is the reason for the very existence of guidance in the public schools; the students are central in the objectives and purposes of guidance as in the other areas of education.

The guidance services dealt with in this section include orientation, counseling, testing, and placement. Working with those who have left school will be considered in the section entitled Follow-up as well as in connection with appropriate topics in this section.

Orientation

A dictionary definition of the verb "to orient" includes "to acquaint (esp. oneself) with the existing situation."

When speaking of a special program in education, the term is used in connection with a change of environment for the student, that is, when transferring from one school to another or when leaving the school situation.

The objectives of such a program center around three basic areas: educational, vocational, and personal-social. This is presented very ably by Mathewson[1] under the topic, "orientation to current conditions and to the future," and includes "educational programming and planning, vocational orientation and planning, orientation to personal and social values."

McKinney[2] states these basic goals differently. Under personal-social needs he lists the specific needs, "help student become geographically secure," and "acquainting student with activities for self-development." Vocational and educational needs are grouped together in the following statement, "acquainting student with his potential."

Most social systems have some type of orientation program for the transfer of students from the elementary school to the secondary school. This involves the transfer from the sixth to the seventh grade when the secondary program has

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[1]Robert Hendry Mathewson, Guidance Policy and Practice. (New York: Harper and Brothers), 1955, p. 80.

[2]Fred McKinney, Counseling for Personal Adjustment. (Boston: Houghton Mifflin Company), 1958, p. 439.

both a junior and senior high school or from the eighth to the ninth grade when the secondary program contains only a four-year high school.

The placement service most often is in charge of the articulation of students for leaving school. However, very little is actually done other than vocational and educational placement. Furthermore, preparation of the student for the stiff competition in the advanced school or for the mundaneness of the factory job is forgotten in the glamourous and often unrealistic descriptions given. Discussion of the placement service appears on pages 48-52.

The orientation should begin during the previous year at the sending school; this is often known as articulation. At this time the student is prepared for what will take place in the fall, and this aid to adequate adjustment is continued the following year. For a successful change of schools it is necessary for both the sending and receiving schools to work closely together. One should never underestimate the effect of changing schools on the personality of the student.

The actual program of orientation for the transfer from an elementary school to a secondary school will now be considered. While the students are still attending the elementary school, they may be taken on a tour of the secondary school; this can include visitation of classes, and perhaps following the schedule for a whole day or a part of one.

Students should make out their schedules for the coming year with the counselors and these be sent home for approval. A descriptive booklet covering the program offered and activities of the "new" school should also be placed in the hands of the parents. Contents of the booklet would include:

1. Courses of study offered and for what they prepare the student,
2. Services offered by the school including guidance,
3. Marking system and promotion,
4. Activity program,
5. Contents of specific subjects,
6. Other school policies.

If there is a testing program prior to this, the results of these tests can be used in the selection of courses.

At the close of the school year, pertinent information should be sent to the receiving school in the student's cumulative record folder. An assembly may be held at this time to inform the students of their new life including the curriculum offered, activities, and school regulations; this may be held at either school.

The following areas of information should be included on the permanent record card:

1. Student's name, address, date of birth, school class,
2. Information on parents or guardians,
3. Transfer information (to and from),

4. Subjects and grades for each year,
5. Days absent and tardy,
6. Results of standardized tests,
7. Honors,
8. Activities,
9. Future plans,
10. Home conditions,
11. Photograph - dated,
12. Interests and hobbies,
13. Work experiences,
14. Health (may be on separate card),
15. Special discipline needed,
16. Significant behavior.

Suggested activities to be included in an orientation assembly are:

1. Skit by upper-classmen describing school life,
2. Slides or movies of activities and school life in general from elementary school graduation through high school graduation prepared by the photography club,
3. Description of services offered by the counselor, principal, nurse, etc.,
4. Description of curriculum,
5. School traditions explained: include songs, cheers, rivalries, etc.

The first day at the high school each student should be

given a student handbook; the holding of a special assembly may also help the student to feel at home. The students can be assigned big brothers or sisters to answer their questions; other special activities such as a faculty-student reception and an open-house held by clubs and other organizations may be included in the program. A month after the start of the new school year, the counselor should meet with each student to discover how well he is adjusting to the new situation.

The contents of the student handbook can make it either a handy reference or something to dispose of. Suggested contents would include:

1. Information on clubs and other activities (include sports and music),
2. Conduct and dress,
3. Daily schedule of classes,
4. Marking system and report card schedule,
5. Layout of school,
6. Award system,
7. School customs and traditions,
8. Rules and regulations,
9. Year calendar of activities,
10. Attendance information (include tardiness and absences),
11. School services offered,
12. List of teachers and subjects taught.

When considering a similar program for transfer from junior to senior high school, ideas may be used from those suggested in the above program.

In preparing (or articulating) the student for leaving the public schools, there are three categories to be considered including working with the potential drop-outs, preparing the student for an immediate occupation or preparing the student for advanced schooling.

When counseling with the potential drop-out, often the only matter discussed is staying in school. Educators should accept the fact that high schools, in general, do not have adequate facilities to fulfill the needs of <u>all</u> students. Therefore, those students for whom the school does not have an adequate program may drop out. Counseling sessions with the potential drop-out should strive to prepare him for his future vocational environment.

The student who chooses to graduate from high school and then to enter upon a career should receive information and guidance concerning the daily routine he will soon face. Adjustment may be further aided by having a job sampling program so that the students may actually try out various jobs under school supervision. The guidance and information given may be tied in with a social studies course for seniors who are going directly into a work situation. Assemblies and conferences along with individual guidance may be part of the

total program to help the student in choosing an occupation.

If a student decides to go on for additional training, he should be given help in order to adjust more easily to his new surroundings and the challenges which will confront him there. Information concerning various schools and colleges should be given to the student. This area will be discussed further under placement.

A follow-up study on the effectiveness of the orientation and articulation programs should be undertaken in order to assess their value.

Counseling

Lloyd-Jones and Smith[3] identify four different levels of counseling. The first level they list is that of casually giving information which may be done by anyone. The giving of extensive information which usually takes place in a structured situation forms the second level of counseling. These informative types of counseling may be carried out adequately by both teachers and personnel trained for counseling. When counseling of greater depth is needed, only persons trained in counseling or clinical psychology should handle the situation. The need for this third level of counseling

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[3]Esther McD. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education. (New York: McGraw-Hill Book Company, Inc.), 1938, p. 159.

becomes evident when the "student display symptoms of undesirable emotional involvement."[4] Those with a severe disturbance or persistent problem should be referred to a psychiatrist; this comprises the fourth level.

Usually the counselor has certain basic aims in connection with the counseling he does. Modification or change in the student's behavior is often foremost in a counselor's mind; this includes a change in attitude as well as overt behavior. A student's understanding of himself should stem from an evaluation of his personality; the final result of counseling, it is hoped, will be a good overall adjustment to the environment by the student and a satisfactory personal balance in all areas.

Students making use of guidance services may be placed in three categories. Those who come into the office for routine interviews are contained in the first category; these would include such areas as scheduling and senior interviews. The second contains those students who voluntarily seek guidance regarding academic, social, and personal problems. Included in the third category are those who come to the guidance office involuntarily either through teacher referral or administration referral; also, included are those selected for counseling because of studies made by the guidance

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[4]Esther McD. Lloyd-Jones and Margaret Ruth Smith, op. cit., p. 159.

personnel to discover those who may need guidance. Students who are discipline problems, or are receiving poor grades or are dropping out of school are usually referred to the guidance personnel. But there may be other students needing guidance such as those children:

1. who are over-age for their grade.
2. whose family has moved frequently.
3. who come from broken homes.
4. who are retarded in reading.
5. whose records show excessive absences.[5]
6. who are not chosen by anyone on a sociogram.
7. who continually choose to be alone.

Research should be carried out to discover those children who may benefit from counseling.

Information for use in counseling should be comprehensive and as nearly complete as possible. Therefore, cumulative cards should include standardized test results, scholastic achievement, health, etc. Other personal and social information such as subjective evaluations, observation reports, sociometric data, special achievements, an autobiography, and future plans may be included in the record folder or kept in the guidance files in a separate folder. Special information for use by the guidance personnel such as self reports; questionnaires; interviews with parents, teachers, and students;

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[5]Emery Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance. (New York: McGraw-Hill Book Company, Inc.), 1958, p. 146.

as well as case studies and conference reports should be in the guidance office files.

There are several main schools of thought regarding the process of counseling. Those who believe that the directive method is the most effective feel that the student is not capable of finding a solution to his own problems in every situation. The non-directive or client-centered counselors believe the opposite to be true; they feel that if the student is capable he should be encouraged to make his own decisions whether they are great or small.

The eclectic approach is a combination of the two previously mentioned methods; the method used depends on the situation, how involved it is, and the personality of the student. Often both methods are combined in dealing with a single client. The author believes this compromising of the two extreme types of counseling seems at the present time to be the most feasible in a secondary school situation.

Before the process of effective counseling can take place, there must be good rapport between counselor and client. Hutson[6] defines rapport as "a contact which is friendly and understanding"; in other words, the student must feel at ease as well as feel that the counselor is interested in him as a person. The counselor must also be able to

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[6]Percival W. Hutson, The Guidance Function in Education. (New York: Appleton-Century-Crofts, Inc.), 1958, p. 513.

structure the world as does the student and to transport himself by imagination into the thinking, feeling, and acting of the client.[7] This is known as being empathic toward another person.

The basic structuring of the counseling situation should be done by the counselor. The student should be made to understand how long the session will be and, when necessary, any other limitations placed on him. Data pertinent to the student should be gathered before the interview, and any pertinent information acquired during the session should be added to this.[8]

During the counseling session the student should be aided in thinking through his problem whatever the approach used by the counselor. Before leaving, the student should be encouraged to summarize what has taken place during the interview and an invitation should be given for further consultation.[9]

The reasons students seek help from guidance personnel are varied. Stoops and Wahlquist[10] cite a study made in a large high school showing educational problems to be the

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[7]Rosalind F. Dymond, "A Scale for the Measurement of Empathic Ability," Journal of Consulting Psychology, Vol. XIII, April, 1949, p. 127.

[8]Henry B. McDaniel, Guidance in the Modern School. (New York: Henry Holt and Company, Inc.), 1956, p. 157.

[9]Ibid., p. 157.

[10]Emery Stoops and Gunnar L. Wahlquist, op. cit., p. 145.

reason stated most often in requests for assistance or referrals. These comprised sixty per cent of the interviews and included such problems as programming, changes of program, planning, achievement testing, draft registration, and changing schools. Twenty per cent of the remaining problems fell into the category of personality adjustment while vocational and home problems accounted for ten per cent each. The personality problems included feelings about self and problems dealing with relationships with others. Vocational problems dealt mainly with aptitude testing, adjustment of programs, vocational information, and information about various types of schools.

A study[11] made at the same school but involving the distribution of the counselor's time showed a different pattern. Personality problems involved thirty-seven per cent, educational problems required thirty-two per cent of the time, home problems occupied seventeen per cent, and fourteen per cent of the time was needed for vocational problems. Thus, frequency of request for counseling in a given area does not show a positive correlation with distribution of counselor's time.

Testing

This section will include a description of a testing program for the secondary level, grades seven through twelve.

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[11]Emery Stoops and Gunnar L. Wahlquist, op. cit., p. 146.

There will be discussions of the types of tests to use, when to give the tests, and specific test suggestions.

The four types of tests suggested for use in a testing program in junior and senior high schools include:

1. Group intelligence - to discover the student's general aptitude for achieving in school situations. This may change with surrounding conditions and environment (that is, the results),
2. Special ability - to discover the student's ability for work in specific areas,
3. Achievement - to discover the student's progress in and level of achievement in the various areas of scholastic learning,
4. Miscellaneous individual - when needed for intelligence, remedial work, specific ability, etc.

The results of the above tests will be used by the counselor in understanding and guiding the student. They will aid the student in deciding upon a course of study at school and in choosing a vocation. The test results should not be accepted as the absolute proof or disproof of the student's ability but should only be used as one of a number of measures taken into consideration by the student before making a final decision.

It is suggested that the tests be given in the late spring near the closing of school. There are several reasons for this:

1. There are usually test norms for this time of year,
2. The students will have had a year of learning and study directly behind them and will not have had a summer to forget much of the material,
3. The test results will be ready to use at the beginning of the fall for guidance purposes, or, if scored immediately, that spring for counseling regarding full scheduling.

Test suggestions include:

A. Group intelligence. Grades 7, 9, 11.

Otis Quick-scoring, Beta or Gamma, by Arthur S. Otis. Yonkers, N.Y.: World Book Company, 1954.

Price: Tests - $2.60 per 35; Machine scored answer sheets - $1.20 per 35.

Testing time: 30 minutes.

Reliability: in the 80's for both Beta and Gamma.

Validity: correlation with Otis Self-Administering - .86.

This test is easily scored and quickly administered; it is fairly reliable and does not emphasize any one aspect of intelligence.

B. Special ability.

Differential Aptitude Tests by George K. Bennett, etc. New York: The Psychological Corporation, 1947.

Tests with prices of booklets:

Verbal Reasoning	$3.00 per 25
Numerical Ability	2.25 per 25
Abstract Reasoning	3.00 per 25
Space Relations	3.50 per 25
Mechanical Reasoning	3.75 per 25
Clerical Speed and Accuracy	3.00 per 25
Language Usage	3.00
Answer Sheets	1.85 per 50
Report Forms	1.25 per 50
Manual	2.00

Testing time: 4 hours including instructions.

Reliability: split-half .86 to .93.

There are two forms with each test score except Language Usage with two (Spelling and Sentences). Battery contains a good sampling of ability areas. The population used in norms is the same for all tests, so that results are comparable.

Cooperative School and College Ability Tests by the Staff of Cooperative Test Division. Princeton, N.J.: Educational Testing Service, 1955-1956.

Price: Test booklets - $3.25 per 25; answer sheets - $1.25 per 25; manual - $1.00.

Testing time: 70 minutes of working time.

Reliability: Part scores - .91 - .93; total score - .95.

Validity: correlates fairly well with A.C.E. Psychological

Exam and better with school marks than A.C.E. The test is considered to be a good predictor of future academic success.

C. Achievement.

Sequential Tests of Educational Progress by the Staff of Cooperative Test Division. Princeton, N.J.: Educational Testing Service, 1957.

Price: .60¢ per 20 student reports and directions.
.40¢ per 20 profiles.
.90¢ per 50 score distribution sheets.
$1.00 manual; $1.00 technical battery report.

Reliability: .92 - .84 on individual tests.

Validity: only content validity mentioned.

Tests include: Essay Writing, Listening Comprehension, Reading Comprehension, Writing, Science, Mathematics, Social Studies.

These achievement tests are directed at the student's development of increasing skill in solving new problems with what he has learned; they test the student's ability to apply his school-learned skills.

Placement

The need for a placement service at the secondary school level is greater today than it was fifty years ago. It is

often felt it is not the responsibility of the school to aid its students in finding jobs. While it is true that students have been finding jobs for several decades without the help of a high school placement service, the ever-increasing complexity of our society is now making such a service mandatory. One must remember that this country is so vocationally specialized that the student cannot qualify for many of the good positions unless he begins to prepare early.

Mathewson[12] states the purposes of placement in the secondary school should be to aid the student in his "choice of suitable and feasible types of advance training program," to provide the student with "information on occupational trends," to give the student "aid in obtaining work experiences, exploratory tryouts," to give "assistance in finding suitable employment," and to "help in early occupational adjustment."

One can view the selection of a college or technical school as falling within the range of activities covered by a placement service, particularly those facets related to financial aid while in college and the eventual position one may obtain after graduation from college. For example, if one elects the college major of education it should be made clear to the person that this course of study is limited and

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[12]Robert Hendry Mathewson, op. cit., p. 103.

prepares the student only for positions in education. In passing, the author would like to point out that the student in the above case should be told that it will be necessary for him to get a master's degree in order to compete effectively for advancement in the educational labor market.

The guidance service should have available adequate information on occupations, schools, and occupational or educational qualifications. Counseling should be provided to aid one in the choice of future schooling or work, and opportunities for work experience made available when possible.

Information on vocations, specific occupations, colleges and special schools should be made accessible to the students by being placed in either the school library or guidance waiting room. The vocational and occupational information file may be either purchased complete in itself or set up by the guidance personnel using information obtained from various sources. Information regarding the location in the community or surrounding area of various types of jobs should also be made available to the students. Descriptions of local job opportunities may be written up by the local merchants and industries for use by the high school; these may be done separately or gathered together into a book or pamphlet.

Information on specific job openings should be kept up-to-date and should be separate from the occupational file.

Hiring procedures for various local industries and also requirements of employers are helpful in obtaining specific jobs. Students should be given systematic bases for judging employers and work connected with specific jobs; although very little research has been done in this area and very little information is available.

Occupational experiences in the forms of conferences, classes, visits, and exploratory sampling ought to be provided for students as part of the total guidance program. Conferences are held to inform students of opportunities in specific occupations or vocational groupings. These may be held at various times throughout the year or on a specific day set aside for this purpose. In occupational classes all students study the various occupations thereby obtaining an overall picture of opportunities. The school may wish to sponsor visits to various places of employment; these should take place after school and be attended by only those interested in working at this establishment or one of a similar nature. Other schools may find it feasible to have students sample various jobs with or without pay, possibly for school credit. This may be done in time released from school or after school hours.

Information regarding scholarships and financial aid for advanced school should be kept in the counselor's office. Catalogs of the various colleges, universities, and special

schools should be kept on file including all nearby institutions and those that are well known but further away.

A study by Olshansky[13] shows the result of a lack of guidance programs especially in the area of placement on the secondary level. The research involved the employees in a New England manufacturing center, a northeastern city, and a southern city. The majority (eighty-five per cent) found jobs through "knowing someone" or random application; and more than sixty per cent took the first job offered. The employees had little knowledge of wage rates and jobs in other plants, and there was little difference in salary between workers with differing amounts of education and experience. About half had no occupational ambition or plans while in school; only five per cent moved deliberately on to better jobs. Under such circumstances persons of equal education and ability found job opportunity a matter of chance.

In the above study, channels used by employers for finding new workers (arranged in rank order) included 1) recommendation by present employees, 2) formal application at the office, 3) state employment office, 4) answering help-wanted ads, and 5) union contacts. There is a need for placement services to work with the employers as well as future employees for the total results to be satisfactory.

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[13]Simon S. Olshansky, "Guidance and the Labor Market," The Personnel and Guidance Journal, Vol. XXXVII, October, 1958, pp. 98-106.

Services to the Staff, Administration, and Community

The guidance department should provide services to the staff, administration, and community as well as to the students themselves. Those provided for the staff are important in that they help enlist the cooperation of the teachers with the guidance program.

Services to teachers include:

1. Providing information in connection with their students,
2. Through conferences, meetings, etc., helping the teachers become more guidance conscious by keeping them informed of the guidance program,
3. Providing information regarding the effectiveness of the subject matter through follow-up studies,
4. Providing a referral service for the special problems which may develop in the classroom.

Services to the administration are important in that they aid in the efficient running of the educational program as a whole. These include:

1. Acquiring and keeping data on individual students in cumulative record folders,
2. Scheduling of students,
3. Recommending the placement of students in special classes when needed,
4. Assistance with discipline problems,
5. Administering the testing program,

6. Appraisal of curriculum through follow-up studies and other research.

The persons in the guidance department must not forget that it is a service in a public institution and should provide for the welfare of other members of the community whenever possible. This may take the form of a number of activities.

1. Providing information to students' parents in an evening meeting regarding the curriculum and services offered at the school,
2. Describing the guidance service (offered at the school) during speaking engagements at various community organizations,
3. Providing counseling for parents and other members of the community whenever possible,
4. Providing placement services to the community.

This relationship between the community and the guidance department should be reciprocal. The community often provides services which the guidance department may make use of, such as occupational information, agencies for referral, placement for job sampling, and speakers to inform interested students of the various vocations. Local agencies may also provide scholarship funds for the local young people toward higher education.

Follow-up

The basic purpose for conducting a follow-up study is to provide information to the school. One of the main differences among follow-up studies conducted by various schools is in the use of information obtained from the study. In some schools the information is only placed in reports and stored on a shelf to gather dust. However, schools can use the facts and figures for improvement of the curriculum and services, especially the guidance service, in the school.

For the information to be effectively used, the interviews or questionnaires must be systematically outlined, and the questions be carefully chosen for clearness. The results from the survey must be accurate or otherwise the information will be of little use.

Questions concerning subject matter may include the applicability of the school curriculum to aid in:

1. Adjustment to community life,
2. Adjustment to family life,
3. Preparation for vocation,
4. Preparation for advanced schooling.

The person may also be questioned regarding the subjects most helpful in each of the four areas. The helpfulness of the extra-curricular activities may also be questioned and the person asked to list those he preferred.

In connection with the guidance program, questions

regarding the adequacy of the orientation and articulation, counseling, and placement services should be included, along with suggestions for improvement.

The decision as to when the study should be conducted is an arbitrary one, although it is suggested that this be done one, three, and five years after the students leave school.

After tabulating the survey results, they should be published in a report along with helpful comments concerning use of them. The guidance personnel may offer their services in aiding the teachers and administrators in applying the information to specific areas needing improvement.

The information from the survey concerning the guidance program will be most helpful in improving services to the students.

Summary

This chapter has dealt with the various services offered by the guidance program at the secondary level. Services to students should include orientation to a new environment whether educational or vocational. Counseling with the students regarding the various facets of life is pertinent to their overall adjustment; an adequate testing program contributes to effective counseling and placement. Aiding students to live a full and effective life when they take their places in the community is considered under school and

vocational placement as well as in connection with the follow-up program.

The various services to the teachers, administrators, and the community which the guidance department should perform were listed. Also, included was an outline for a follow-up study of school leavers.

CHAPTER V

Survey of Guidance Programs

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Survey of Guidance Programs

A survey of guidance programs in secondary schools was conducted by the author; all of the nine school systems were within a fifty-mile radius of the University of Massachusetts in Amherst, Massachusetts. The systems were chosen at random from those located in the selected area.

Administration

Even though the schools were located in close proximity to the University, many of the guidance programs were not fully adequate in aspects pertaining to administration. The counselor-pupil ratio in only five of the systems was between three and four hundred students per counselor. This is close to the maximum of three hundred students to each counselor set up by the National Defense Education Act[1] which is generally held to be the maximum ratio although many feel that the number of students to each counselor should be less that prescribed. In one school the pupil-counselor ratio was five hundred and thirty-five to one. Two of the schools had more than eight hundred students to each full-time counselor.

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[1] Report on the National Defense Education Act, June 30, 1960. (Washington, D.C.: U.S. Department of Health, Education, and Welfare), p. 18.

Therefore, four schools were found to have ratios greater than the generally accepted maximum counselor-student ratio.

Only four of the schools investigated, reported cost per pupil for guidance services. Some schools did not list guidance as a separate category in the school budget. One school stated that since salary cost of guidance and administration personnel were never made public, they could not reveal the cost of their guidance program. Of the four schools reporting, one spent only three dollars per pupil while the remaining three ranged from $13.15 to $17.50 per pupil for guidance services. This cost included guidance books, test, supplies, and salaries but not the general office supplies used in connection with guidance.

The duties of the Director of Guidance varied from school to school. In two of the small schools, the person constituted the entire guidance personnel, while in another school he was an assistant superintendent with few actual guidance duties. The principal was the Director of Guidance in the two schools having only teacher-counselors with limited time for guidance. In the four remaining schools the director was active in counseling as well as having duties supervising the other counselors.

Organizational Structure

The organizational structure of the guidance programs included in this survey can be divided into two main types,

those where the principal was directly responsible and those where the superintendent of schools was directly responsible for the guidance personnel and service. Six of the persons interviewed stated that their department was definitely responsible to the building principal. Of the remaining three, two said that they were directly under the authority of the superintendent or his assistant while the third operated a coordinated program although the chain of command was not clearly defined.

Facilities

While the adequacy of the guidance personnel seemed in many cases to be good, the facilities provided at the schools were often just adequate or inadequate.

Six of the school systems and one senior high school provided separate offices for each counselor. At the remaining schools it was necessary for the counselors to share their offices with other counselors or school personnel. Moreover, it was found that many of the offices were small and cramped while others were converted classrooms so large that they could hinder the establishment of good rapport. Only two schools, one four-year and one senior high school, provided a separate room for individual testing. Moreover, only one school had a separate room for conferences other than the waiting room, although a second had part-time use of

a classroom for this purpose.

Three school systems had space for secretarial help, one in the senior high only. Three schools including two of the above used student help, while only two schools had regular secretarial help or encouraged guidance counselors to make use of the secretaries for the administration.

Of the six schools providing waiting rooms for guidance clients, five placed guidance material there for the students to use. This comprised their guidance library. Guidance material was available for use by the students in one other school but was kept in the counselor's office. Only three schools have storage space for guidance records other than the counselor's office.

The location of some guidance offices was not particularly advantageous. In only two high schools and one junior high were the guidance offices situated near the administrative suite. Although guidance offices in seven schools were directly off a corridor, in the other three, students were forced to pass through a classroom or library to get to the guidance office. Guidance offices in two schools were located near the library, thereby making it possible for them to make use of its facilities in connection with guidance material on such subjects as vocations and advanced schooling.

Services to Pupils

The various services offered by guidance programs in the area schools vary considerably as to their adequacy. Many of the programs of orientation were among the best. All schools included such essential practices as sending cumulative records to the receiving school, giving standardized tests, and sending the student's schedule home for approval. All schools except one sent home booklets describing the curriculum offered by the school, many of which included information regarding activities, facilities, and teaching staff. A handbook for students, especially those matriculating, was printed by seven of the schools; the handbooks contained such information as services offered, regulations, facilities, and activities. All schools except two had the students arranging their course schedules with a counselor.

Orientation

Orientation programs in one-fourth to one-half of the school systems included such activities as assemblies, faculty-student receptions, tours of the receiving schools, and special social functions. A special meeting in the evening for parents and students to acquaint them with the curriculum and services of the school was held in several of the schools. Only a few included in their programs a meeting of students, especially new students, with counselors about a month after

the start of school to acquire information concerning the student's adjustment. Very few included such activities as assigning big brothers and sisters, visiting actual classes (the preceding year), or having the orientation program tied in with the home room program or a particular class. (See following page for chart of orientation activities.)

Counseling

With the exception of group guidance, every school studied in the survey claimed to be doing an adequate job in all phases of counseling and interviewing including the more difficult personal and social areas. This was true regardless of the training of the counselors. Only four of the school systems and a junior high school in a third system included group counseling or guidance in their programs.

Most schools provided occupational information and gave guidance regarding choice of college, but only a few (two) did counseling concerned with choice of a specific occupation. Almost all of the schools did limited counseling with drop-outs although this takes place only when the student visits the guidance office of his own accord. Only two schools included an interview with a guidance counselor as one of the formalities necessary for leaving school.

In addition, it was discovered that very few schools did any actual counseling on the elementary level although all

TABLE 1

ORIENTATION PROGRAMS OF LOCAL SCHOOL SYSTEMS

Orientation Activities	Schools								
	A	B	C	D	E	F	G	H	I
Handbook	X	X	X	X	X	*	X		X
Assembly for students		X	X	X	X			X	
Eve program for parents	X			X	X	X			X
Faculty-student reception						X			X
Testing is part of program	X	X	X	X	X	X	X	X	X
Schedule made out with counselor	X	X	X	X	X	X			X
Schedule sent home for approval	X	X	X	X	X	X	X	X	X
Descriptive booklet sent home	X	X	X	X	X	X		X	X
Cumulative record sent to new school	X	X	X	X	X	X	X	X	X
Home visitation program									
Tour of new school	**	X	X	X				X	X
Classes visited	**	X	X	X				X	X
Program tied in with a class				X					X
Program part of home room activity							X		
Big brothers & sisters for new students			X		X				
Special social functions		X						X	X
Clubs and activities have open house									
Pupils interviewed after first month			X	X					X

*Other printed material with similar content given to students

**A representative group

include giving standardized tests as part of their academic program at the elementary level.

Testing

Regarding the testing programs, the most popular tests include the Otis short form for the group intelligence, Differential Aptitude Tests for the ability tests, and Kuder Vocational Preference Record for the interest test. A wide variety of achievement tests was used by the schools.

The fall was by far the most popular time to administer the tests. Half of the six who gave interest tests did so during the eleventh grade; the eighth grade was the most frequently selected level to administer the ability tests. Four schools chose the eighth and eleventh grades as the levels at which to administer a group intelligence test. As in the selection of achievement tests, the level at which they were administered showed no specific pattern. The chart on the following page contains a listing of the tests administered and the levels and time of year for each test.

Placement

Most of the schools had on hand folders on vocations, specific occupations, and a limited amount of information concerning local job cpportunities. This information was kept, for the most part, in either the waiting room or in the

TABLE 2

TESTING PROGRAMS IN LOCAL SCHOOLS

Schools	Intelligence	Ability	Achievement	Interest
A	Otis-short 7-12 F	None	Iowa T. Ed. Dev. 9, 10 W SRA Achiev. 7, 8 W	None
B	Otis-short 10 F	DAT 8 F	Iowa Basic Sk. 9, 9 F	Kuder Voc. 11 F
C	Otis-short 10 F	DAT 8 W	Stanford 7, 8 F	Kuder Voc. 11 S
D	Kuhlman-And. 8, 11 F Lorge-Thorn. 8, 11 F	Merit Sch. (all students) 11 S	SRA Achiev. 9, 10 S Calif. Ach. 7-12 S Coop. Tests (subject matter) 7-12 S	Kuder Per. 10 W Kuder Voc. 10 W
E	Lorge-Thorn. 8 F Ohio State 10 F	DAT 8 F	SRA Ach. 8 F Iowa Ed. Dev. 9, 11 F	Kuder Voc. 8 S
F	Otis 8, 11 F	None	Essent. H.S. Cont. 9-12 S	None
G	Lorge-Thorn. 7, 12 F	DAT 8, 10 F SCAT 10 S PSAT 11 F	Calif. Ach. 7, 8 S Coop. Read. 9, 11 F	None
H	Cal. Ment. 8-11 S	Minn. Cler. 11 S Psy. Corp. Space 11 S	Coop. Read. 11 S Nat. Sc. Dev.	Calif. Occ. Int. 11 S
I	SRA Gen. Abil. 7 F SRA Ed. Abil. 9 F	SRA HS Place. 8 F DAT 10 F	SRA Ed. Dev. 9, 11 S	SRA Your Ed. Plans 7, 10 S

F - Fall
W - Winter
S - Spring
Numbers - grade level test is given

counselor's office. In several schools information on specific occupations and available jobs was located with the subject area teacher; for example, openings for secretarial positions were on file with the commercial teacher. In general, placement in specific jobs was carried out on a very limited basis when employers would notify the school of an opening.

The location of information regarding colleges and scholarships was similar to that of vocational information, that is, in either the waiting room or the counselor's office, with the exception that in several schools scholarship information was located in the principal's office.

A number of schools included in their educational program activities such as occupational days, conferences, assemblies, and classes. But few had any program of actual work experience outside the school. Regarding advanced schooling, information-giving conferences and assemblies were found to be fairly popular.

All schools except one worked with the state employment agency and encouraged students to make use of their placement services when needed (see Table 3).

Follow-up

Six of the nine school systems maintained a follow-up program of graduates and drop-outs at either the first, third,

TABLE 3

PLACEMENT ACTIVITIES OF LOCAL SCHOOLS

Placement Activities	Schools								
	A	B	C	D	E	F	G	H	I
Occupation day	X			X					
Occupation conference			X	X		X		X	X
Occupation assembly	X	X					X	X	X
Occupation class					X			X	
Visit places of employment					Tchers.			X	
Job sampling program									
At school			X						
Outside the school						X			
College day									
College conferences	X	X	X					X	X
College assembly	X			X					
College club									
Use of state employment agency Information	X	X	X	X	X		X	X	X
Job placement	X	X	X	X	X		X	X	X

or fifth year after their leaving school; one school included a program at all three years. The most popular method was some type of printed questionnaire sent through the mail. All of these schools wished to obtain information from this survey although only four planned to use it in program improvement. A limited number offered help to the alumni when requested.

Services to the Administration and Community

It was found that very few guidance counselors had given any thought as to their obligation to the administration and community. Often the only service to the administration mentioned was that of giving information. Other services mentioned included testing and counseling, conferences with teachers, research carried out, academic placement of students, and academic grouping.

Speaking engagements were most often mentioned in connection with services to the community. Other services were listed as parent conferences, test interpretation, guidance seminars for parents, and public relations including interpreting the school to the community. These were in some cases seen as goals rather than carried out at the present. The guidance personnel of two school systems could not list any services to their communities.

Summary

The guidance programs of the schools visited were truly the reflection of the school officials and policies. In a number of cases there was lack of adequate facilities and personnel; this resulted from both (1) a lack of interest and (2) a lack of adequate funds. Moreover, a lack of knowledge as to the purposes and benefits to be gained from an adequate guidance program seemed at times to be evident. In view of the information obtained, there was room for improvement in many of the guidance programs studied.

CHAPTER VI

Summary

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Summary

The guidance program is a vital part of education today, especially at the secondary level. It has grown from its humble beginning at the Vocation Bureau in Boston to an integral part of public education. It is recognized by the United States government as an educational program of sufficient importance to receive federal aid and encouragement. In the schools, themselves, all persons including students, teachers, and administrators benefit from such a program.

The guidance program may be considered as having two main segments, the administration of the program and the services offered by the program. Administration includes the basic organization of the program, the distribution of responsibilities to various guidance persons, the space allocated in connection with the guidance program, and the use of funds to provide an adequate program. Of greatest importance in connection with administration is the cooperation of all concerned.

The services offered by the guidance department deal mainly with two publics, the students themselves and those benefiting from services other than students. The services to students include orientation to a new environment and articulation to change of environment, counseling for

personal, social, and educational adjustment, testing to discover the student's potential, and recommendations for placement in school and work situations. A diversity of services are provided for the teachers, administrators, and persons in the community.

Research in connection with the guidance program is another important segment. Follow-up studies should be conducted to discover the value of various aspects of the guidance services, although further research is infrequently carried out. This paper contains the results of a short survey study conducted by the author. The purpose of this study was to examine the guidance programs in selected school systems located near to the University of Massachusetts.

There is much research yet to be done in the area of guidance. Topics suggested for further study include:

1. The value of various activities for orientation and articulation purposes in connection with that program,
2. The usefulness of various contents of the booklet describing the school, curriculum, and activities. This is to provide information for the parents,
3. How to discover those students who might benefit from counseling, not including those with academic and disciplinary problems,
4. The benefits to be derived from placement of students in work situations for job sampling purposes while still in

school,

5. A systematic basis to be given to students for judging work situations and employers.

In addition to the specific areas for research, each department of guidance in a school system should periodically make an evaluation of the effectiveness of its own program. This is necessary to ascertain whether or not the local department is functioning properly and is really of value to those it purposes to serve.

Those in guidance must not lose sight of the main purpose for providing guidance services in schools. This is to aid the student to become better oriented to himself and his environment. The growth and well-being of these students is vital to the continuance of our way of life.

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